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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 1: <i>The Gardener</i>	20A	49P	<p><u>Reading Standards for Literature</u></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>3.c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3.e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>

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<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.a. Use correct capitalization.</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>3.a. Choose words and phrases to convey ideas precisely.*</p> <p>3.b. Choose punctuation for effect.*</p> <p>4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>5.a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

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Theme 1: <i>Donavan's Word Jar</i>	50A	77P	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. 3.c. Use a variety of transitional words and phrases to manage the sequence of events. 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. 3.e. Provide a conclusion that follows from the narrated experiences or events. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

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The Common Core State Standards for English Language Arts

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The Common Core State Standards for English Language Arts

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Theme 1: <i>My Name Is Maria Isabel</i>	78A	101N	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. 3.c. Use a variety of transitional words and phrases to manage the sequence of events. 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. 3.e. Provide a conclusion that follows from the narrated experiences or events. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

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Grade 4
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The Common Core State Standards for English Language Arts

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Theme 1: <i>Lou Gehrig: The Luckiest Man</i>	102A	123N	<p><u>Reading Standards for Literature</u></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>3.c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3.e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>

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Theme 1: <i>Amelia and Eleanor Go for a Ride</i>	124A	147N	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. 3.c. Use a variety of transitional words and phrases to manage the sequence of events. 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. 3.e. Provide a conclusion that follows from the narrated experiences or events. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

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Grade 4
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Theme 2: <i>The Baker's Neighbor</i>	150A	173P	<p><u>Reading Standards for Literature</u></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>

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Grade 4
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Theme 2: <i>The Emperor and the Kite</i>	174A	205N	<p><u>Reading Standards for Literature</u></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>

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			<p><u>Speaking and Listening Standards</u></p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p><u>Language Standards</u></p> <p>2.c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

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Grade 4
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Theme 2: <i>Nights of the Pufflings</i>	206A	229P	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 2.e. Provide a concluding statement or section related to the information or explanation presented. <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

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The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>2.c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 2: <i>The Garden of Happiness</i>	230A	251N	<p><u>Reading Standards for Literature</u></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>

Houghton Mifflin Harcourt *Trophies* © 2007
Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><u>Language Standards</u></p> <p>2.c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5.a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 2: <i>How to Babysit and Orangutan</i>	252A	271N	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 2.e. Provide a concluding statement or section related to the information or explanation presented. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

Houghton Mifflin Harcourt *Trophies* © 2007
Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 3: <i>Sarah, Plain and Tall</i>	274A	299P	<p><u>Reading Standards for Literature</u></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<u>Language Standards</u> 1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* 2.d. Spell grade-appropriate words correctly, consulting references as needed. 3.a. Choose words and phrases to convey ideas precisely.* 5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 3: <i>Stealing Home</i>	300A	325N	<p><u>Reading Standards for Literature</u></p> <p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5.a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

Houghton Mifflin Harcourt *Trophies* © 2007
Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 3: <i>The Cricket in Times Square</i>	326A	349N	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 2.e. Provide a concluding statement or section related to the information or explanation presented. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.) 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Houghton Mifflin Harcourt *Trophies* © 2007
Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

Houghton Mifflin Harcourt *Trophies* © 2007
Grade 4
correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 3: <i>Two Lands, One Heart</i>	350A	371N	<p><u>Reading Standards for Literature</u></p> <p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

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Grade 4

correlated to

The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Language Standards</u></p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 3: <i>Look to the North</i>	372A	397N	<p><u>Reading Standards for Informational Text</u></p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 2.e. Provide a concluding statement or section related to the information or explanation presented. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 4: <i>The Kids’ Invention Book</i>	400A	421P	<p><u>Reading Standards for Literature</u></p> <p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

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Grade 4

correlated to

The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Language Standards</u></p> <p>1.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 4: <i>The Case of Pablo's Nose</i>	422A	437N	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. 1.b. Provide reasons that are supported by facts and details. 1.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). 1.d. Provide a concluding statement or section related to the opinion presented. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5.a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 4: <i>In the Days of King Adobe</i>	438A	453P	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.) 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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Grade 4

correlated to

The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 4: <i>Red Writing Hood</i>	454A	471N	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.) 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 4: <i>One Grain of Rice</i>	472A	499N	<p><u>Reading Standards for Literature</u></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

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Grade 4

correlated to

The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Language Standards</u></p> <p>1.b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 5: <i>Fire!</i>	502A	521P	<p><u>Reading Standards for Literature</u></p> <p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 5: <i>A Very Important Day</i>	522A	543P	<p><u>Reading Standards for Informational Text</u></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><u>Language Standards</u></p> <p>1.b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>3.a. Choose words and phrases to convey ideas precisely.*</p> <p>5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 5: <i>Saguaro Cactus</i>	544A	567N	<p><u>Reading Standards for Literature</u></p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>3.a. Choose words and phrases to convey ideas precisely.*</p> <p>4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 5: <i>Blue Willow</i>	568A	589P	<p><u>Reading Standards for Literature</u></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>2.e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>3.a. Choose words and phrases to convey ideas precisely.*</p> <p>4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>5.a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 5: <i>In My Family</i>	590A	609N	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 2.c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. 2.e. Provide a concluding statement or section related to the information or explanation presented. <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 6: <i>The Gold Rush</i>	612A	637P	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.) <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion 1.b. Follow agreed-upon rules for discussions and carry out assigned roles. 1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <ol style="list-style-type: none"> 3. Identify the reasons and evidence a speaker provides to support particular points. 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<u>Language Standards</u> 1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* 2.d. Spell grade-appropriate words correctly, consulting references as needed. 3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 6: <i>I Have Heard of a Land</i>	638A	667P	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.) <p><u>Speaking and Listening Standards</u></p> <ol style="list-style-type: none"> 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion 1.b. Follow agreed-upon rules for discussions and carry out assigned roles. 1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. 3. Identify the reasons and evidence a speaker provides to support particular points.

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<u>Language Standards</u> 1.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 2.d. Spell grade-appropriate words correctly, consulting references as needed. 5.a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. 5.b. Recognize and explain the meaning of common idioms, adages, and proverbs. 5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 6: <i>Paul Bunyan and Babe the Blue Ox</i>	668A	689N	<p><u>Reading Standards for Literature</u></p> <ol style="list-style-type: none"> 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. <p><u>Reading Standards: Foundational Skills</u></p> <ol style="list-style-type: none"> 3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context 4.a. Read on-level text with purpose and understanding. 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><u>Writing Standards</u></p> <ol style="list-style-type: none"> 1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. 1.b. Provide reasons that are supported by facts and details. 1.c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). 1.d. Provide a concluding statement or section related to the opinion presented. 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.) 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5.a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 6: <i>Fly Traps! Plants That Bite Back</i>	690A	713N	<p><u>Reading Standards for Informational Text</u></p> <p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>1.e. Form and use prepositional phrases.</p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
Theme 6: <i>The Down and Up Fall</i>	714A	737N	<p><u>Reading Standards for Literature</u></p> <p>2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><u>Reading Standards: Foundational Skills</u></p> <p>3.a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</p> <p>4.a. Read on-level text with purpose and understanding.</p> <p>4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Writing Standards</u></p> <p>3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>3.b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>3.c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>3.e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>

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Grade 4
 correlated to
The Common Core State Standards for English Language Arts

<i>Trophies</i> Grade 4 TE Lessons	From Page	To Page	Standards
			<p><u>Speaking and Listening Standards</u></p> <p>1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p> <p>1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>1.c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>1.d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Language Standards</u></p> <p>1.e. Form and use prepositional phrases.</p> <p>1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>2.d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>